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Camping

LETTERS TO THE EDITOR

It was indeed a great pleasure to read your powerful editorial on the cult phenomenon in your autumn issue. Too few people seem to be prepared to speak out on this increasing problem so that your coverage of the subject was most welcome.

You will no doubt have several critics as well as those, like myself, who endorse your accurate appraisal of the cult problem. Whenever one takes a strong stand against cult manipulation, one opens the door to criticism from both cult members and the misinformed victims of cult propaganda. As an ex-cult member now dedicated to exposing the psychologically coercive aspects of cults, I realize how very easy it is for people to become ensnared by these groups. Those people who feel they cannot be "taken in" have already been "taken in" by believing that.

We need to be constantly reminded of this insidious threat to society. It seems to be in our nature to forget all too quickly the various warnings such as the tragedy at Jonestown.

Congratulations on your superb coverage of this important topic.

Ian Haworth
President, Council on Mind Abuse.

The editorial "Cults + Camps = Death!!" was an unfortunate blend of good writing and poor thinking. Obviously the writer has some unstated "axe to grind" against our freedoms and way of life in order to mount such a sensationalistic attack based upon a presentation of facts which could support only the statement that "Poor Judgement + Camps = Death".

Certainly the death in question was a matter of bad judgement. Despite the quotes implying that it was a matter of capital punishment, police charges (manslaughter, not murder) make it clear that a culpable negligence was believed involved, not an intent to kill, and that no jury would be persuaded that there was intent. A stick "the size of a broom handle" is too dangerous for corporal punishment - as the case demonstrates - if the force and target are not carefully controlled. Presumably the boy moved, and got hit in the wrong place. That demonstrates poor judgement by the person in charge. People in charge are expected to show better judgement and not be the cause of casualties, by deed or omission. And yet, interestingly, the Canadian people have shown themselves to be very tolerant and accepting of poor judgement in leaders (consider the economy, SunCor, Petro Can, metrication, Canadair, etc.) - usually re-electing them with larger majorities afterward.

Don Greenwood, Ph.D.
Scarborough, Ontario

"Presumably the boy moved, and got hit in the wrong place." Yes, and some people have the stupid sense to walk on a sidewalk and get killed by a car out-of-control; some people presumably move in front of loaded guns, too!

In your last issue you advised that you would be dealing with the Acid Rain problem. I look forward to the issue, one that seems so dreadfully pertinent to camping and surely overdue.

We are painfully aware of such facts: 1500 Ontario lakes are functionally dead; 48,000 more Ontario lakes moving towards no longer being able to support life; thousands of jobs depending on fishing, forestry and tourism being eliminated; acid rain actually dissolving and eating away at historic buildings, homes, cars and monuments; emissions causing acid rain are now being linked to respiratory problems and heavy metal poisoning in drinking water; the vast majority of Canadians live, camp and vacation in areas sensitive to this fallout.

The many problems and possible solutions are certainly complex and expensive but surely we have a responsibility to address our concerns to industry and government.

As a member of the Federation of Ontario Naturalists, a founding member of the Canadian Coalition on Acid Rain, I feel we need the support of all concerned Canadians. The Canadian Coalition is proud to count over 1,000,000 Canadians and 50 organizations as members, including: Canadian Nature Federation, Ontario Lung Association, Tourism Ontario, Pollution Probe, Sierra Club of Ontario, Ontario Forestry Association, Canadian Environmental Law Association, Resorts Ontario, Canadian Society of Environmental Biologists, Consumers' Association of Canada - Manitoba, International Atlantic Salmon Association, Inuit Tapirisat of Canada, National History Society of P.E.I., Union of Ontario Indians and many, many more.

Noticeably absent in this list is the Canadian Camping Association or **any** Provincial Camping Associations. Is it the mandate of your Association to remain apolitical? Do you take exception to any of the Coalition's goals? Surely acid rain strikes at the heart of Camping in Canada. I challenge the Camping Associations of Canada to take a stand and express a united and concerned voice to industry and government. This is more than just an environmentalist's problem. It is a human problem and one that confronts every human being. It also confronts a legacy of the kind of natural environment we are going to leave to our children, to our future campers. Is the Canadian Camping Association ready to take a stand?

Doug Caldwell
Port Credit, Ontario

Thank you for the autumn 1983 issue, which addresses the problem of cults in camps. I share shock and dismay at the news of the death of John Yarbough. At the same time I am concerned about the conclusion in the editorial that "our legislative inability to defend against these coercive and manipulative forces is ridiculously insufficient."

I would like to suggest that anti-cult legislation is not the answer to cults in camps. Religious freedom and toleration are values upon

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SPECIAL INSERT - 1984 PUBLICATIONS CATALOGUE

Cover Photo: Nicholas Joseph

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EDITORIAL

Acid Rain: Not Just A Catchphrase!

There was a time when meadow, grove, and stream,
The earth, and every common sight,
To me did seem
Apparelled in celestial light,
The glory and the freshness of a dream.
It is not now as it hath been of yore; -
Turn whereso'er I may,
By night or day,
The things which I have seen I now can see no more.
- William Wordsworth

Acid rain! We're bombarded by the term daily; it's a hot media item; most people are bored with the term but most people either don't care or don't understand. John Roberts, Federal Minister of the Environment, says "acid rain is one of the most devastating forms of pollution imaginable, an insidious malaria of the biosphere ... it's the single most important irritant in Canadian-American relations." TIME magazine calls it "The Silent Scourge" and states that acid rain is shaping up as the ecological issue of the 80's. A recent letter to all members from the Canadian Wildlife Federation begins with "an urgent appeal to join us in our efforts to combat Acid Rain - the single, most critical problem facing Canadians in this century." The National Film Board's "Acid Rain: Requiem or Recovery" is frank, factual and frightening; this is a film no one can afford to miss - this is the film that the United States Government labelled as "propaganda".

The facts are clear, the statistics compelling and the reality is shattering! The major problem in not witnessing significant action remains a political one. Clean-ups cost money and while it is easy to point a finger at the utilities, it's another story trying to effect change because of the tremendous wealth and clout of those at the top of business and industry. Not to mention the political contributions donated by individuals and corporations which place Governments in a political caught-in-the-middle. They have research scientists, concerned citizens, consumer groups, environmental agencies and their own consciences echoing the gravity, enormity and reality of the acid rain problem; at the same time, their financial supporters and friends are often the ones responsible for the toxic emissions. The end result is a lot of wheel-spinning, name-calling and questions asked by all parties: are the studies really valid? How urgent is this problem? What are the possible solutions? How much will they cost? Who will foot the bill? Should we study this further? And while the discussions continue, so too do the sulphur dioxides and nitrogen oxides continue to float into the atmosphere, mixing with vapor and sunlight to fall as diluted solutions of nitric acid and sulfuric acid - or acid rain. TIME magazine (November 8, 1982) ... "Canadian environmental officials project the loss of 48,000 lakes by the end of the century if nothing is done to curb acid rain. Already, they estimate 2,000 to 4,000 lakes in Ontario have become so acidified they can no longer support trout and bass, and some 1,300 more in Quebec are in the process of being destroyed. In Nova Scotia, nine rivers used as spawning grounds by Atlantic salmon no longer teem with fish during the spring. According to a recent Gallup Poll, 77% of all Canadians believe that acid rain is the gravest environmental problem their country faces."

This problem should be of vital concern to every camp director, camp counsellor, camper, Provincial Camping Association and indeed the Canadian Camping Association. Yet the Canadian Coalition on Acid Rain has indicated that the Canadian Camping Association is not even a member!! Why is it that those with so much to lose often have little to say? We pride ourselves in calling the "camping experience" a unique, out-of-doors, meaningful experience for youth in our natural environment - this very environment or life-blood of camping is now threatened - and threatened seriously - with extinction. We have got to take this issue seriously and become concerned and vocal citizens, environmentalists, camp directors, responsible leaders. Hopefully, all camp directors are members of the Canadian Wildlife Federation - we should be encouraging active participation and involvement by our staff and campers as well. Give gift subscriptions and use their valuable information for your environment programme at camp or your chapel talks. Their environmental ethic is spiritual and profound; their activity on our behalf is relentless. Their pictures are majestic and serve as an inspiration for anyone interested in wildlife photography. Most importantly, however, is this profound ethic which is the cornerstone of the Canadian Wildlife Federation - an ethic or concern which has yet to be articulated by the Canadian Camping Association or its federated members. We have, on paper, a national environment committee and still no word on acid rain, no position, no dissemination of information, no commitment! To be selectively mute in this area is to be irresponsible and out-of-touch with a growing movement. We should have spoken out years ago and remained in the vanguard of public opinion; instead, we are being implored to join the shirtsleeves of over a million other Canadians and Canadian groups to mobilize and support the Canadian Coalition on Acid Rain, a force which remains miffed by our silence and absence.

In the 1960's, everyone studying psychology examined and discussed the now-famous laboratory experiment and prophesy of Dr. John Calhoun, social psychologist. He placed a small number of laboratory mice in an ideal environment and watched their growth and behaviour. He wondered what would happen when the colony reached optimal size in their community: would biology and preservation hold their numbers steady or would propagation continue recklessly with no built-in controls and lead to social problems and/or extinction? The mice colony grew and grew and grew - increased genetic defects, aggression, mothers cannibalizing pups, anti-social behaviours etc. The colony began to die off and eventually the last mouse - an elderly female - passed away and the colony was extinct. Calhoun made a prophesy that the planet earth is on a collision course; the species man has the brain capacity to regulate, control, predict, understand, moralize, prevent, hypothesize. We are the only species which can think about thinking. And yet, we stand on a crowded and dangerous threshold looking over an abyss. Will the capabilities of the human brain save us or destroy us? Will we heed the prophesies of John Calhoun, the environmentalists and our own consciences? Will we continue on a collision course leaving the final question to be asked: WHY?

Editorial Policy

Jay Haddad, Editor

The ideas expressed in the Editorial are those of the Editorial Committee and not necessarily those of the Canadian Camping Association/Association des Camps du Canada. The views are expressed to provide stimulation and comment. We invite you to respond in "Letters to the Editor" to Canadian Camping, 1806 Avenue Road, Suite 2, Toronto, Ontario M5M 3Z1.

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EDITORIAL

La pluie acide - plus qu'une simple rengaine!

Il fut un temps où un pré, un bosquet, un cours d'eau,
la terre et tout ce qu'il y a de plus commun
et universel
m'apparût revêtu
de l'éclat et de la splendeur du ciel.
Ce n'est plus maintenant ce que c'était au temps jadis.
Tout a changé, je suis confus
Et tout ce qui me parlait si distinctement,
Je ne peux plus l'entendre.
adaptation du poème de William Wordsworth

La pluie acide! Voilà un terme dont on nous bombarde chaque jour; les médias en ont fait une question de brûlante actualité; la plupart des gens s'en sont lassés, mais il faut dire aussi que dans la majorité des cas, les gens font preuve d'indifférence et d'un manque de compréhension. De l'avis de John Roberts, ministre fédéral de l'environnement, "la pluie acide est l'une des formes de pollution la plus dévastatrice que l'on puisse imaginer. C'est une insidieuse malaria dont est atteinte la biosphère et elle constitue en soi le principal point de friction dans le contexte des relations entre les Etats-Unis et le Canada". La revue TIME a donné à ce phénomène le nom de "fléau silencieux" et affirme que le problème de la pluie acide prend des proportions qui en font, peu à peu, le problème écologique dominant des années 80. Dans une lettre que la Canadian Wildlife Federation faisait récemment parvenir à ses membres, celle-ci lançait d'emblée un "appel urgent pour inviter ses membres à appuyer ses efforts afin de combattre la pluie acide - le problème qui, en soi, est le plus grave auquel les Canadiens ont à faire face aujourd'hui". Le film intitulé "Acid Rain : Requiem or Recovery", de l'office national du film, pose le problème avec franchise et sous un jour effrayant. C'est un film que l'on ne peut se permettre de manquer. C'est le film que le gouvernement américain a qualifié de "propagande".

Les faits sont évidents, les statistiques formelles et la réalité troublante. L'absence de toute mesure significative est un problème d'ordre politique. Les opérations de nettoyage sont coûteuse et, bien qu'il soit facile de dénoncer les services d'utilité publique dont les centrales électriques fonctionnant au charbon et à l'huile contribuent pour une grand part au problème, ce n'est pas chose facile que de changer la situation car les magnats de l'industrie sont riches et peuvent faire jouer leurs influences. Il faut, en outre, mentionner que les dons à caractère politique que font les corporations et les individus aux gouvernements, placent les dirigeants dans une situation politique ambiguë. Ceux-ci disposent, d'une part, de chercheurs, de citoyens sensibilisés au problème, d'associations de consommateurs, de bureaux de l'environnement et leur propre conscience ne cesse de les alerter de la gravité, de l'énormité et de la réalité du problème de la pluie acide. D'autre part les responsables de ces émanations toxiques sont bien souvent les amis et soutiens financiers du parti au pouvoir. Bref, on tourne en rond, on s'invective et les intéressés se posent tous la question: quelle est, en réalité, la validité de ces études? A quel point ce problème est-il urgent? quelles sont les solutions possibles? Quel en sera le coût? Qui paiera la facture? Devrions-nous pousser plus loin nos études? Pendant que le débat se poursuit, le bioxyde de souffre et l'oxyde de nitrogène continuent de s'infiltrer dans l'atmosphère, se mêlent à la vapeur et la lumière solaire, puis tombent sous forme de précipitations d'acide nitrique et d'acide sulfurique - c'est-à-dire de pluie acide. On pouvait lire ce qui suit dans la revue TIME, édition du 8 novembre 1982: "Selon les professionnels de l'environnement, on peut s'attendre à perdre 48 000 lacs d'ici la fin du siècle, à moins d'une intervention visant à maîtriser la pluie acide. Déjà, ils évaluent entre 2 000 et 4 000 le nombre de lacs en Ontario qui sont devenus tellement acidifiés que la truite et la perche ne peuvent plus y vivre, tandis qu'au Québec 1 300 lacs sont maintenant en voie de destruction. En Nouvelle-Ecosse, on ne trouve plus, au printemps, une abondance de poissons dans les neuf rivières affectées au frai du saumon de l'Atlantique. Un récent sondage Gallup a révélé que 77% des Canadiens pensent que la pluie acide et le plus grave problème écologique auquel le pays ait eu à faire face jusqu'ici".

Ce problème devrait être la préoccupation primordiale de tout directeur de camp, de tout conseiller en camping, de tout campeur, du Provincial Camping Association, voire de l'Association des camps du Canada. Pourtant, la Canadian Coalition on Acid Rain a fait savoir que l'Association des camps du Canada n'en est même pas membre!! Comment se fait-il que ceux qui auraient le plus à perdre sont ceux-là mêmes qui ont le moins à dire? Nous sommes tout fiers de parler du camping comme d'une expérience unique, en plein air, et tellement importante pour nos jeunes dans notre cadre naturel - cadre qui est l'âme même du camping mais qui, hélas, est menacé - gravement menacé, dois-je dire - d'anéantissement. Nous devons prendre à coeur ce problème, nous en préoccuper et prendre position en tant que citoyens, spécialistes de l'environnement, directeurs de camps, dirigeants responsables. Les directeurs de camp sont tous, nous l'espérons, membres de la Canadian Wildlife Federation; nous devrions encourager notre personnel, aussi bien que les campeurs, à participer de façon active et à s'engager. Votre participation aux activités de la Fédération peut prendre la forme de dons; employez ses précieux renseignements dans le cadre de votre programme sur l'environnement en camping ou de vos exposés à la chapelle. Le code de déontologie environnementale de cet organisme est imprégné de profonde spiritualité; les activités qu'il entreprend en notre faveur sont sans relâche. Il a réalisé de superbes photos qui sont une véritable source d'inspiration pour quiconque s'intéresse à la photographie de la faune. Le plus important, cependant, c'est cette déontologie profonde qui est la pierre agulaire de la Canadian Wildlife Federation - déontologie ou engagement que l'Association des camps du Canada ou ses membres affiliés doivent exprimer de façon articulée. Il existe, sur le papier, un comité national de l'environnement; pourtant, à ce jour, pas un mot au sujet de la pluie acide; aucune prise de position, pas de dissémination de l'information, pas d'engagement! Le mutisme qualifié dans ce domaine dénote un manque total de responsabilité et une perte de contact avec un mouvement qui prend de l'ampleur. Nous devrions avoir pris position ouvertement il y a des années, et non être à la remorque de l'opinion publique; au lieu de cela, on nous supplie de nous joindre à plus d'un million d'autres Canadiens et d'associations canadiennes en vue d'une mobilisation en faveur de la Canadian Coalition on Acid Rain, organisme qui demeure vexé de notre silence et de notre absence.

Dans les années 60, tout étudient en psychologie analysait en profondeur les expériences en laboratoire et les prédictions, aujourd'hui célèbres, du docteur John Calhoun, psychologue social. Il inséra un petit nombre de souris de laboratoire dans un habitat idéal et observa leur croissance et leur comportement. Il se demandait ce qui se produirait lorsque les sujets atteindraient leur croissance optimale au sein de la colonie: la biologie et la conservation stabiliseraient-elles leur nombre, ou bien continueraient-ils de se propager de façon désordonnée en l'absence de contrôles intrinsèques, entraînant ainsi des problèmes d'ordre social ou l'extinction? La colonie de souris ne cessait de grandir - les défauts génétiques augmentaient, ainsi que les actes d'agression, tandis que les mères, devenues cannibales, dévoraient leurs petits, et on notait des comportements antisociaux etc. Les sujets mouraient les uns aprés les autres et, avec la mort de la dernière souris, une femelle âgée, ce fut l'extinction de la colonie. Selon la prédiction de Calhoun, notre planète est sur une route de collision; l'espèce humaine possède les capacités mentales nécessaires pour régler, contrôler, prédire, comprendre, moraliser et faire des hypothèses. Nous sommes la seule espèce à pouvoir penser de façon consciente. Pourtant, nous sommes debouts sur le seuil encombré et dangereux d'un abîme. Les capacités mentales de l'humain serviront-elles à son salut ou à sa destruction? Tiendrons-nous compte des prédictions de John Calhoun, des professionnels de l'environnement et de la voix de notre conscience? Resterons-nous sur une route de collision, laissant sans réponse la question finale: POURQUOI?

THE CAMPING ADVISOR

An earlier editorial dealt with anorexia nervosa, a serious eating disorder. But you didn't mention bulimia. Studies have shown that half of anorexics are also bulimic and whereas anorexics tend to deny their illness, bulimics are aware of their eating problems. If they are so similarly associated how can you mention one without the other?

H.R., Etobicoke, Ontario

A good point. The Editorial dealt with beauty and self-image and reflected on the death of Karen Carpenter who was diagnosed as anorexic.

Approximately 30% of all Canadian college and university females have a recognized eating disorder ranging from anorexia to bulimia. Bulimics go through a ritual called the binge-purge syndrome; they will eat mounds and mounds of food (the binge) and then proceed to punish themselves by vomiting (the purge) and taking heavy doses of laxatives. We've read cases where women have consumed up to 55,000 calories in ONE binge! Some women have taken up to 200 laxatives in one day! Vomiting disrupts the electrolyte balance in the body, is hard on the stomach, liver and kidney, and causes a drop in blood-sugar which creates a vicious cycle to eat more.

Bulimics have been known to steal and even prostitute to support their habit which costs a lot of money.

The problems, like anorexics, are to be found in our culture – we abhor fat people, emphasize shape, slimness and diet, and we condition girls to believe that you've got to look good and conform to be loved in today's world. A 20 year social-psychological analysis of PLAYBOY magazine indicates a shift in perceived beauty from larger breasts and hips to smaller breasts, smaller waists and narrower hips. This is ominous because it will mean more trouble and turmoil for today's teens and pre-teens unless we can begin to counteract the massive effects of media persuasion on personality and self-image.

Bulimia, anorexia and poor nutrition are all to be considered serious enough to warrant medical intervention. Even if you're not sure, call a doctor. Prevention in these areas is so essential and camps can help preach values of respect and non-conformity; teach nutrition and healthy dietary awareness; help kids understand RESPONSIBILITY because no one else can save you.

* * *

I have a 10 year old son who recently had an accident and now can walk only with the use of crutches and braces. We were planning to send him to camp with a number of friends next summer. Now my husband and I are having second thoughts. Some people we've asked have suggested 'specialty camps', that is, camps for the disabled. However many of our friends are urging us to continue with our plans to send him to the camp where his friends are, the camp which we had originally chosen. What things should we consider before making a decision because we are really in a dilemma?

J.E., Elliot Lake, Ontario

There is no simple answer! We feel that the major consideration, which we didn't read in your letter, is where does your son want to go? How does your son feel about his disability? Is he fairly-well integrated into 'normal school'? Has he made friendships with other children who live with a similar disability?

Arguments can be made for both sides. Specialty camps, as you mention, are obviously better equipped, physically, to deal with particular special conditions. The counselling and program staff and medical personnel often have greater expertise with the area of specialization. Also, the Staff:Camper Ratio is usually higher than in 'normal camps'. Funding subsidies are available to some specialty camps through their sponsoring organizations, foundations, charitable donors, etc. which partially cover the additional costs of operating a site and program for disabled campers.

On the other hand, many people feel that integration is a better philosophical stand than segregation. Some specialty camps inadvertently reinforce the camper's belief that he is different whereas, many normal camps can easily integrate a child into the camp and camp program, thereby reinforcing the child's self-concept that he is not different except in a small way.

We would recommend that you get a strong sense about what your son wants to do. Speak to Camp Directors of both types of camps. As well, speak to parents of disabled children going to both types of camps. Regardless of whether your child is disabled, the main considerations for anyone choosing a camp is to be comfortable with all aspects of the camp operation: the camp director and his interest in your son's growth; the camp philosophy; the camp staff and counsellors; the camp program, what is a typical day like for the campers? and the camp site and buildings, how accessible is it?

The next issue of ***Canadian Camping*** *will deal specifically with some of the issues facing disabled campers.*

* * *

We have a camp reunion coming up next year and we'd like to make a slide-sound presentation. The reunion is being held in a large hotel and we'd like to make it as professional as possible. Where do we begin?

D.L., Willowdale, Ontario

Do you have a budget? If money is no object, I would call a professional sound consultant; he would write your script, arrange and/or take your slides, tape music, voice, narrative and orchestrate the finished product through a dissolve unit that runs automatically. Cost? About $1,000 per minute of the time of the finished product; that is, a 10 minute slide show would cost $10,000, a 5 minute slide show $5,000 etc.

If money ***is*** *a consideration, we would recommend putting the show in the hands of a couple of your Staff members. You probably have very gifted writers, photographers, technicians and aspiring sound professionals who would welcome this project as an opportunity to do something for the camp's reunion and have fun working together.*

Firstly, the script is most important. What will your message be? Is it strictly for nostalgia – a one-shot reunion event? Or are you looking at a slide presentation to eventually show prospective parents? Once your purpose is established, write the script! Say what messages you want to convey.

Next, determine what music you would like and where it will go. Some music will be used for a voice-over effect, some music can stand on its own to open or close the show or you might want a musical interlude in the middle of the show.

Next, make your tape. This can be time-consuming because it may require several "takes" in some parts. Once you have your finished product – duplicate it immediately and work from the duplicate and save your master tape for the show itself.

Finally, layout all of your slides and begin to arrange them to the voice and/or music. Then, practise, practise and practise again!

Most hotels have adequate sound systems but it's still wise to be prepared to use as much of yours as possible – trial and error: feed your tape through the hotel sound system, then play it through your machine amplified by microphones and compare the sound, distortion, tone and quality. Rehearse it through at least once at the hotel.

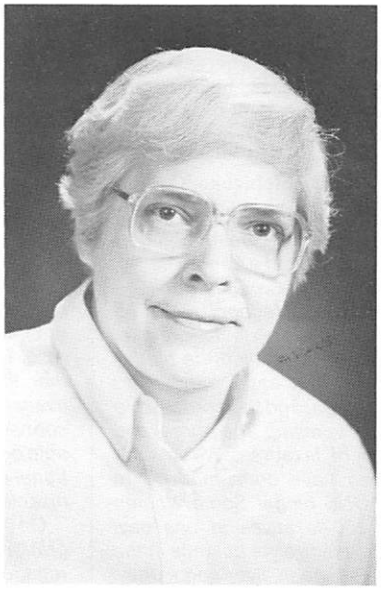
Good luck; it can be a lot of fun and a lot of work but the finished product may well be one that lasts and lasts.

Thank you for your letters. We regret that we cannot answer each one personally; however, we will endeavour to publish the most interesting and provocative ones. Address all letters to: The Camping Advisor, c/o The Editor, Canadian Camping, 1806 Avenue Road, Suite 2, Toronto, Ontario M5M 3Z1.

John Bosco Camp

PRESIDENT'S PERSPECTIVE

by: Jocelyn Palm



You will have no trouble remembering the date of *NATIONAL CAMPING DAY* in 1984 – it is *March 21st,* the first day of Spring. MARNIE ELLIS, Publicity and Promotion Chairman has the materials ready for early distribution to Provincial Associations. You can help with local publicity: call your daily or weekly paper; ask for a public service announcement on your local radio station; be interviewed on TV; do something to promote camping. That's NATIONAL CAMPING DAY, MARCH 21, 1984.

HUGH PHILLIPS is the Program Director for SEEDS, a national environmental educational organization centred in Edmonton. Hugh is also Chairman of CCA's International Year of Youth Task Force. The Committee chaired by Hugh, has the following members: IAN FOWLER (N.B.), JOHN R. LATIMER (Ont.), PETER GODDARD (Qué.) and SYLVIA HAYNES (B.C.). This dynamic crew has finalized three projects for CCA during 1985, the year declared by the United Nations as the International Year of Youth. CCA hopes to: hold a Youth Camp Director's Workshop; produce a unique issue of "Canadian Camping" focussing on youth; and to organize a celebration event to be held in every camp across Canada on a specific date in August 1985. More details will be forthcoming.

We have two new Chairmen giving leadership to the CCA. JEAN FUNK (Alta.) has returned from her world travels and is working as a freelance consultant for the Alberta Forest Service. Jean is the new Chairperson of the Environment Committee. PAUL POTTER (Nova Scotia) is a Program Consultant developing Emergency Training and Physical Fitness Programs for Offshore Oil Rigs, and is a long-time contributor to CANS. Paul is now the CCA Leadership Development Programs Chairman and will coordinate several projects including the current Consultant/Advisor Program.

LOUIS JEAN has joined the staff of the Association des camps du Québec. As employees are not permitted to serve in Executive roles, Louis has resigned as Central Vice President. Good wishes Louis! A new Vice President has not yet been named.

Three Task Force Chairman have completed their work and those groups are now disbanded. Thanks to JACK PEARSE (Ont.) for conducting a Feasibility Study concerning a national conference in 1985. Retail Sales was an item which was attempted on a trial basis. JANET ADAMSON (Ont.) completed this investigation and she hopes you'll continue to purchase the CCA packages of Hasti-notes at $3.00 each. TERRY BURKHALTER (Man.), the CCA Western Vice President had an additional task in 1983. Terry organized the Volunteer Executive Development Seminar at Bolton Oct. 13-15, 1983. The resource leader was ARNIE COHEN, camp leader for many years and currently a consultant in psychological matters in Winnipeg. Thank you Terry and Arnie.

Greetings from the American Camping Association. I appreciated the opportunity to join them for a portion of their Board Meeting Nov. 10-14, 1983. The ACA invite us to attend their 1984 Convention, Feb. 21-24 in sunny San Diego, California.

For the long range planners, CCA has agreed to promote and participate in the planning of the next International Camping Congress MARCH 1-7, 1987, Washington, D.C.

National Office News

New Staff

We are pleased to announce the appointment of Mrs. Irene Knapp as Secretary at the National office. A native of Glasgow, Scotland, Irene came to Canada on a working holiday in 1964.

Irene has extensive secretarial and bookkeeping experience. When Irene and her husband, Wayne started their family of two boys, Irene managed to devote time to many volunteer tasks, so she understands the efforts which association members are putting forth!

Irene's hours are Monday to Friday from 9:30 a.m. to 3:00 p.m. Welcome aboard, Irene!

Fond Farewells!

Mary Roy, as you will know from the Jack Pearse's "Tribute" in the Fall issue has left the national staff. After 8½ years of service, Mary is now doing freelance work from her home where her schedule can be flexible enough to accommodate her many interests.

Mary is still at the 'end of the phone' in case there's a bookkeeping question. Thanks for everything Mary and stay in touch!

Sharon Freedman has also left the CCA/ACC in October prior to the birth of her second child.

Sharon had worked as our typist since November 1982. She did an outstanding job on all her work – especially on the myriad of tasks surrounding the International Camping Congress last January.

We shall miss Sharon on staff. Best wishes to Sharon and husband Merv on the birth of Matthew!

Volunteer Leaders Sharpen Executive Skills

by: Marjorie Booth, Executive Director

Bolton Camp and Conference Centre was the location of the Volunteer Executive Development Workshop for twenty-one provincial and national leaders last October 13-15th.

Terry Burkhalter, Chairman of the Executive Development Workshop Task Force was responsible for all the arrangements content and for working with our resource leader. What a terrific job "TB" did! Last May during our Winnipeg Board Meeting, "TB" reported that Arnie Cohen had agreed to be the facilitator for this event.

Fitness Canada was another major factor in the success of the weekend. Through a special project contribution, the delegates flew to Toronto to participate in this opportunity for personal and professional development.

Cohen had prepared a fairly intense schedule since he had only two days for this workshop on leadership and management skills.

During the first evening the facilitator spent some time orienting the group to the flow of the workshop. We began with a discussion on goal-setting and then were assigned to small groups to begin an exercise on consensus decision-making. By the end of the session, we had confirmed that groups are most successful when they involve everyone in the decision-making process. Further, the group's performance is greater than the individual's performance. Finally, the individual's commitment to carry through the group's decision is greater when all have participated in the planning.

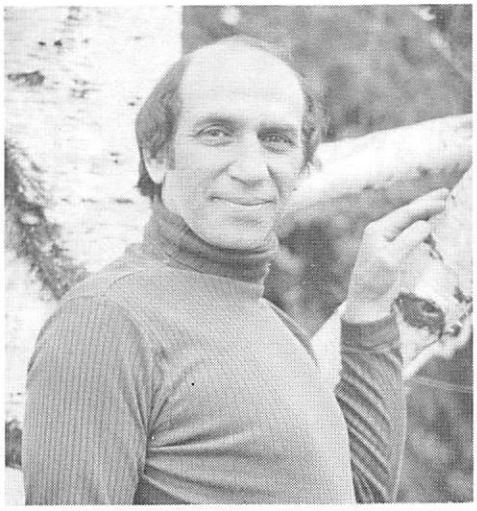
Friday morning, the session focussed on "Learning from Experience" - the positive aspects of critique in order to really learn and benefit from the experience. In the small groups, our task was to critique the small group's performance from the evening before. The results of this session were then considered in conjunction with another planning technique.

Synergistic Planning as a model is very different from the "Traditional Planning" which many organizations use.

Traditional Planning focusses on the past/present as the major reference point. This perspective leads to reacting to what has happened/is happening.

Synergistic Planning focusses on the future, what things *should* be like, as the major reference point. It also emphasizes relevant involvement and participation of those directly affected by change. This perspective leads to the development of new methods, new performance measures and meaningful goals that serve as guides to action. Thus individuals and groups can be self-directing. As a result, while there is dissatisfaction, there is also hope and enthusiasm for and commitment to the changes required.

The Synergistic Planning Technique uses three steps:



Arnold Cohen, Workshop Facilitator

1. Identify desired outcomes
   (Example: Association goals and volunteer goals.)
2. Critique current situation
   (Example: How effective are we now in achieving association objectives through volunteers' efforts in current set-up?)
   How do we currently interact in decision-making?)
3. Action Steps to Close Gap between 1 and 2.
   (Example: What *definite and specific action steps* must the individual members take in order to get the desired outcomes determined in Step 1.)

For the afternoon session on Friday, Cohen reviewed the grid theory of management. This task/people concern matrix presents five different managerial styles. One of these styles is usually the predominant style of any manager. As we discussed the implications of this theory, it was clear that these styles are evident in many groups. Therefore the leader must be aware of these motivating factors for the members in order to facilitate the efforts of the group to reach the objectives - with satisfaction. (Synergistic Planning.)

Moving back into the small groups, we participated in a consensus/bargaining exercise. The small group had to reach consensus on a specific problem - then delegates were sent to another group to convince them that our plan was correct. The "reward" in this case was points, and the debate certainly enabled all to see their own, predominant managerial style! This exercise again reinforced the higher commitment of individuals to a plan which the group as a whole have determined is the best choice of action.

Later Friday evening, we reviewed some of the theory on communication. Cohen covered the barriers to communication as well as patterns of communications. Again, many of the provincial delegates were able to identify individuals who clearly personified these patterns. This session provided some new information for some delegates. For many, however, it was a good review of the importance of these communication factors: facial expression, body position, muscle tone, breathing tempo, voice tone and words.

Saturday morning was the last session for the Executive Development Seminar. Still in the small groups, Cohen explained that the goal was to do individual action plans for constructive, self-directed change. We incorporated a process of critiquing individual behaviour during the two day workshop; identifying our overall style; identifying five specific growth areas (i.e. where we want to be); completing an individual action plan for one of these growth areas. Later, the small groups offered an additional perspective of how the individual appeared to others, both positively and negatively, during the seminar. The individual's action plan was considered by the group and valuable feedback was offered by the members.

The facilitator completed the seminar by reviewing the original objectives of the seminar. Although many of the exercises had impacted the delegates personally, the managerial and leadership information was also easily transferable to our work in the association.

The intent of the seminar was to increase the participant's skills in *Effective Management Techniques.* Specifically, the facilitator, Arnold Cohen, covered the following management topics with the group:

1. Goal-setting
2. Consensus Decision-making
3. Effective Critique
4. Synergistic Planning v. Traditional Planning
5. Managerial Grid Theory
6. Consensus/Bargaining
7. Effective Communication
8. Study of Individual Management Styles
9. Developing Specific Action Plan

The premise for this seminar was that if we could improve the managerial abilities of the association leaders, they would be more effective in their various leadership roles at the provincial and national levels.

The CCA/ACC is very grateful to Fitness Canada for providing a contribution towards airfares, meeting and consultant expenses for this event. More than that, we appreciate the time and effort extended by the volunteer leaders who participated:

Nfld: Wallce Gregory, Janice Stroud
NS: Leroy Hodder, Ian MacArthur,
George Matthews
NB: Glenn Barned, Ian Fowler, Gillian Young

See Volunteer Leaders - Page 19

DON'T WAIT FOR SUMMER

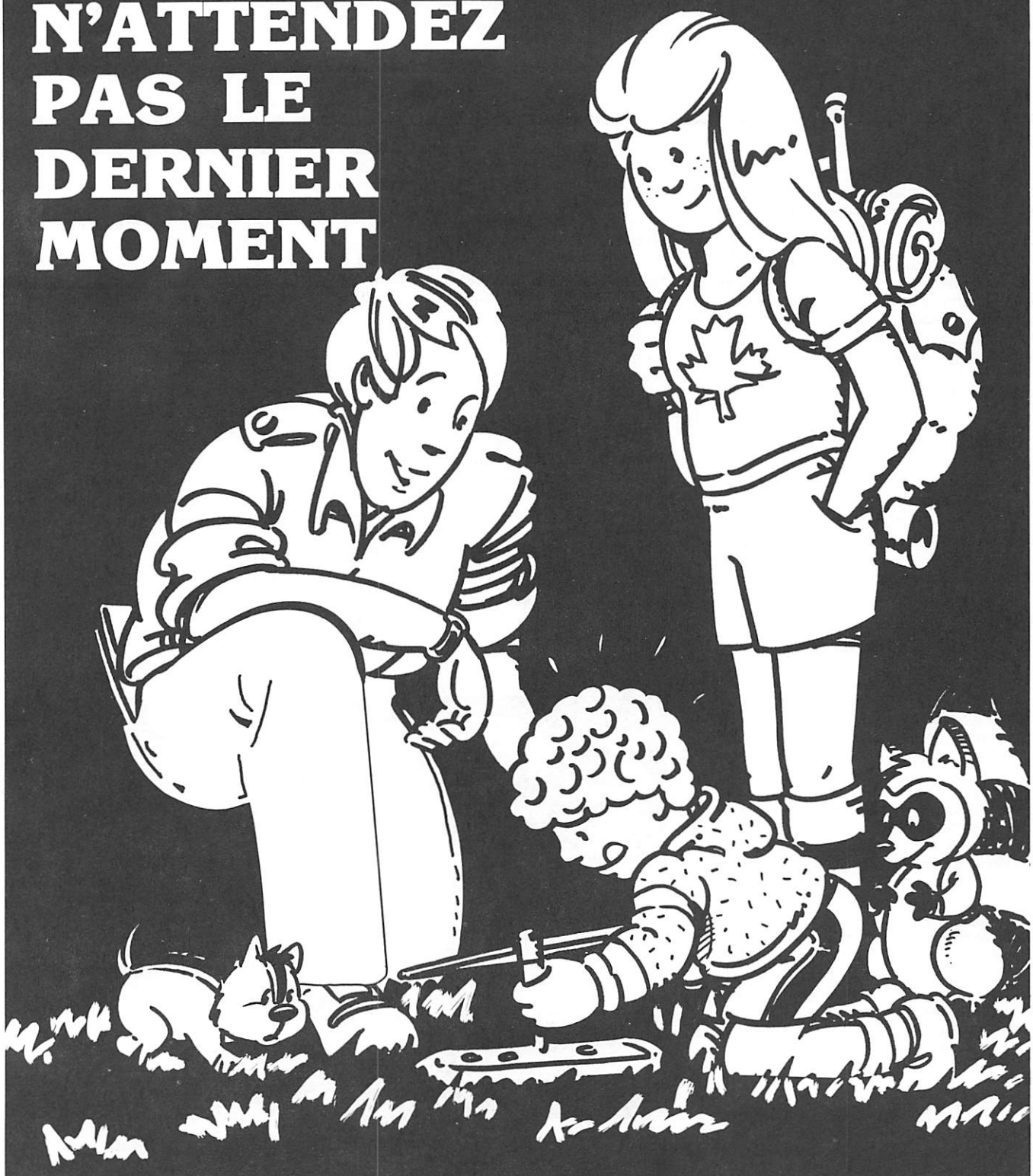
FIND OUT ABOUT CAMPS NOW!

The Canadian Camping Association has 618 summer camp members across the country. There is the right camp for your child. An educated choice is always the best choice. Find out what is offered to you NOW.

National Camping Day March 21, 1984

CAMPERS Wear your camp T-shirt on March 21st.

N'ATTENDEZ PAS LE DERNIER MOMENT



Renseignez-vous sur les camps d'été dès aujourd'hui!

L'Association des Camps du Canada compte 618 camps membres à travers tout le pays, parmi lesquels vous trouverez le camp approprié pour votre enfant. Mieux vous serez renseigné mieux vous choisirez. Demandez dès MAINTENANT des informations sur les possibilités qui vous sont offertes.

Journée nationale des camps
Le 21 mars, 1984

CAMPEURS
Portez vos gilets-T avec l'écusson du camp le 21 mars.

which our society is founded, and a great price has been paid for them. Unfortunately, part of the price of freedom is the abuse that sometimes occurs. I think history demonstrates that the cure for abuse is not legislation, for in the long run legislation tends to become oppressive itself. The banning of Christian activity from many U.S. schools should be a sufficient example. In many places confessing Christians are not permitted to use school or university facilities for prayer or group activities among themselves. In cases like these legislation is used to remove all religion rather than safeguard true religion.

Other articles in the autumn issue contained more constructive suggestions. COMA's approach of education, conferences, promotion of study, raising of awareness and dissemination of information is laudable. Thank you for raising the issue and for providing us with perspectives. As a Christian camper, may I suggest that our anti-cult energies are better directed into areas other than anti-cult legislation.

Gary S. Myatt
Wolfville, N.S.

I must disagree with your reasoning! It's like saying "child molestation is wrong and morally abhorrent but the last thing we need is legislative protection through the criminal code – rather, let's have seminars, education and the dissemination of information to all children and adults to raise their awareness of the molestation problem." Nonsense! Wrong is wrong whether it is the molesting of a child or the deceitful, fraudulent enticement (psychological kidnapping) of an adolescent or adult by a cult. Such recruitment and indoctrination MUST be made illegal as it eventually will!

C.O.M.A. is IN FAVOUR of such legislation and actively endorses it; they were appalled at the Ontario government's whitewash of the issue through the one-man commission headed up by Dr. Daniel Hill. In the meantime, while we wait for social values to change, which will prompt legislative amendments (as in the drinking and driving issue), all that is left ***is*** *education, information-sharing etc. That is the point we are making, as it is the point of C.O.M.A.*

I appreciated much of the general comments made by Ian Haworth on "The Cult Crisis" and from a broad perspective they were valuable points but from a camping perspective – and in particular from a religious/church perspective – they left me hanging!

But the redeeming feature, at least from my viewpoint, was the unique way John Vissers gave perspective to cults and religion and camping in his article. It was almost as if he had already read the previous writings, realized the assumptions that could be made in reference to religious/church camps, and committed himself to the task of clearly setting forth the cause and unique features of the church camp. In light of the tremendous rise in cult involvement during recent years, I feel that it is a must, especially for those involved in church camping, to understand the distinctives of this "religious" camping experience indifference to the experience of cult involvement.

This is the first time in a long while that someone has written as clearly and as forthrightly on behalf of church camping in **Canadian Camping.** It was good to see your sensitivity to the camping parties that could be affected by such an editorial thrust.

Professor John H. Wilkinson
Chairman, Christian Education Department
Ontario Bible College/Theological Seminary

I want to express my appreciation to the *Canadian Camping* magazine for the content in your autumn, 1983 issue.

Reading the editorial "Cults + Camps = Death!!" was scary, I'd admit, particularly when so often religion and cultism is equated. It was very important for the magazine to go beyond the reporting done in the editorial and include John Visser's article "Christian and Church Camping in Perspective" along with COMA's aims and goals.

Responding personally to the challenge of full-time camping as a profession and as a form of meaningful ministry, I find it exciting to **do** camping, but behind all the nitty-gritty is an important philosophical foundation that undergirds my ministry. To add to Visser's excellent article, I share the following which I use as the base for my understanding of Church Camping as an extension of congregational life:

"Church camping is one viable and effective means for furthering the ministry of the Church. Persons are provided with a living experience in a "place apart" over an extended period of time, and are enabled to explore God's story, to experience the vitality of Christian community, and to grow in the faith. Church camping helps bring about the reconciliation through Christ of oneself, to God, one's neighbour, and the environment. Through its programs, persons are encouraged to discover who they are and why they are responsible for their communities and the world in which God has placed them."

Terry Burkhalter
Executive Director for "Camps with Meaning"
Winnipeg, Manitoba

Jay Haddad

GROUP DYNAMICS EXERCISE

by: John Roberts

Many of the past issues of Canadian Camping have contained Group Dynamics Exercises ... tools by which we can get people to feel more comfortable in contributing to a group, and tools through which members of a group can reveal more of their own feelings, values and attitudes in a comfortable, non-threatening situation.

It becomes important to realize that in order to assist a group to achieve these objectives, exercises and "gimmicks" such as these are not obligatory. I recently heard a Senior Staff member at a camp say, "I can't really lead this group, because I don't have enough of those exercises".

There are other means of making members of a group more open and involved. There are other means of helping individuals express themselves more sensitively and honestly.

The ART of being able to ask a question becomes extremely vital. "How are you?" "What do you think?" "How's it going?". Such questions often elicit very little information.

Through personal experience, I'd like to pass along some examples which might be adapted to other situations and environments.

First Senior Staff Meeting

Probably a few weeks before the commencement of camp, the Director will meet with the senior people who will be working together as the primary leaders of the camp. Some might be new to the camp. (Let's make the assumption they have been oriented in the philosophy and structure of the camp). Others perhaps have been counsellors, and are now assuming more responsibility as a member of the senior staff. And of course others have been in senior positions before.

If the senior staff cannot work together, or even appear not to be working as a team, the director already has one strike against him. Therefore developing that senior team is essential. They must get to know each other as people, as team members, as individuals. They must feel comfortable and secure in expressing their feelings and suggestions.

As is the case with anyone, the really 'deep' stuff cannot be discussed until everyone relaxes, feels comfortable, and senses that they are soon going to become part of something significant. I believe the first 'meeting' should be fun, easy-going and certainly non-threatening.

Game A

Ask one person to go out of the room. Those remaining are seated in a circle, and told they can only respond Yes or No to a question from the questioner. However, the answer must be AS THE PERSON ON THE LEFT WOULD ANSWER.

Therefore, everyone must be totally familiar with the person on each side of them ... what they are wearing (because you don't want to give away the clue by looking at someone's feet or hair). The 'outsider' is brought back to the room, and is told he must determine from the clues why the answers seem so confusing.

John Bosco Camp

e.g. Are you wearing shorts? (The person to whom the question is directed might be wearing shorts, but the person on his left might be wearing slacks. The answer would therefore be NO.)

Are you married?

Do you go to school?

Have you been at this camp before?

Are your eyes blue?

Are you wearing a watch?

Are you wearing a green shirt?

This continue until the 'questioner' determines the clue.

Game B

Ask another person to leave the room. Everyone else is advised that they must give some specific instructions to the 'outsider'. E.g.- Take off Mary's shoe, walk with it across the room to Susan, take off Susan's watch, and then walk to the couch and place both of the articles under the centre cushion on the couch.

The manner in which the instruction and direction is given is *only* by humming ... louder for "hot" and softer when the 'outsider' gets "cold". No instructions are given, when the person comes back in the room, he will stare at the group which has just started to hum. With a little move toward Mary, the humming will get louder.

Games such as these might appear to be silly to a so-called group of mature senior staff members, but the rationale can simply be ... I'll like to try out a couple of games which you might want to use sometime with your younger counsellors or campers.

The first session should be relaxed, fun, somewhat silly, non-threatening.

At the conclusion of the first session, the program for the next few hours or days should be outlined, so that the participants know what will be expected, and they will feel comfortable knowing that they will have an opportunity to ask their questions.

The last item before a break should have some more depth ... questions which will bring out some fears and concerns. (I usually like to give these questions orally, but the answers should be written.)

What two things excite you most about this coming summer?

Sample answers

- Being given more responsibility
- Seeing old friends

What do you think worries the campers most about coming to camp? List 3.

Sample answers

- Afraid to make a mistake
- Will the other kids like me
- Will I like my counsellor

If you were a counsellor, what would you want from your section director? List 4.

Sample answers

- Help to know how to handle problem campers
- Let me know how I'm doing
- Not showing favouritism
- Help me with program ideas

Name three personal qualities which you possess which will make our camp better this summer? (Note: Personal questions such as this, should only come after some of the more general ones listed above).

Sample answers

- Enthusiasm
- Good sense of humour
- Good athlete

Name three areas in which you feel you would like to improve this summer?
Sample answers
- To become less impatient
- To be fair to all of the kids, and not just my favorites
- To learn how to give constructive criticism without losing a friend

The answers should be collected by the director, who should then (in the break) assess the concerns. If an agenda has not already been planned, the above remarks are often sufficient to create an agenda which could easily last for a week-end:

- The meaning of your new responsibilities
- How to make campers feel comfortable
- Program ideas for the summer, so that the kids have fun
- What are the attributes of a good counsellor, and how can I, the section director, bring out these attributes
- Camper problems
- How to give suggestions, advice and criticism (there could be a lot of role-playing in this exercise).

In order to make the time period of the first or second meeting more beneficial, you might then go through another series of questions, which becomre much more personal - but are designed to get the group together as a team, through praise. Paper might be available for participants to jot down their answers, but the response should be verbal.

What attributes does each of the other people in this room have which will benefit our camp this summer? Name 3. Have each person quickly express his feelings about each of the others.
Sample response from Tim
- Martin is enthusiastic, sensitive and open.
  Peggy is experienced, imaginative and honest.
  Dale is a happy guy, organized and really knows kids.

When the group feels comfortable, you might also ask the question of each person (oral response), "What worries you most about the job you are going to do this summer?"
Sample responses
- Can I handle all the nitty-gritty part of organization?
- I'm worried about standing up in front of the camp or leading a section campfire.
- I'm not sure how I'll get along with kids I don't like.
- Will my friends who are still counsellors like me?

By being so open, other members of the group become understanding, sympathetic and helpful. The question becomes a very positive group development exercise.

Another opportunity for self-analysis (while assessing others) is to ask your senior staff or counsellors some written questions mid-way during the camp period. The format of the question is important, if you want some definite background material.

Which counsellor in your section was the strongest in July? Specify three things you did with him to make him stronger? (It is this second question which allows the supervisor to more completely assess his role).

Name one of the 'top' LIT's in camp. List five characteristics which make him 'tops'.

Which one of your counsellors grew the most in July? Why?

In working with your counsellors or LIT's, which situation did you find to be most frustrating? What did you do about it?

Name one camper in your section who did not enjoy herself in July. Why not? (Give 3 instances). What specific actions did you take to help this camper?

What disappointed you most about yourself last month?

What pleased you the most about yourself in July?

In our first senior staff meeting you mentioned that you were worried about certain parts of your job this summer. (remind them of what was said). How do you feel about those points now?

Some key in working together *dynamically* is to be aware of the following:

- Be aware of the physical comfort of the participants.
- Let them know time frames.
- Let them ease into personal comments.
- Be flexible.
- Allow everyone to participate.
- Change the pace.
- Know when to withdraw (allow others to take their chance to be leaders and chairmen).
- Ensure that no one feels threatened ... all comments and all suggestions are received openly and without editorial comment.

John Bosco Camp

POEM

About School

He always wanted to say things.
But no one understood.
He always wanted to explain things.
But no one cared.
So he drew.
Sometimes he would just draw and it wasn't anything. He wanted to carve it in stone or write it in the sky.
He would lie out on the grass and look up in the sky and it would be only him and the sky and the things inside that needed saying.
And it was after that, that he drew the picture. It was a beautiful picture. He kept it under the pillow and would let no one see it.
And he would look at it every night and think about it. And when it was dark, and his eyes were closed, he could still see it. And it was all of him. And he loved it.
When he started school he brought it with him. Not to show anyone, but just to have with him like a friend.

It was funny about school.
He sat in a square, brown desk like all the other square, brown desks and he thought it should be red.
And his room was a square, brown room. Like all the other rooms. And it was tight and close. And stiff.
He hated to hold the pencil and the chalk, with his arm stiff and his feet flat on the floor, stiff, with the teacher watching and watching.
And then he had to write numbers. And they weren't anything. They were worse than the letters that could be something if you put them together.
And the numbers were tight and square and belated the whole thing.

The teacher came and spoke to him. She told him to wear a tie like all the other boys. He said he didn't like them and she said it didn't matter.
After that they drew. And he drew all yellow and it was the way he felt about morning. And it was beautiful.
The teacher came and smiled at him. "What's this?" she said. "Why don't you draw something like Ken's drawing? Isn't that beautiful?"
It was all questions.

After that his mother bought him a tie and he always drew airplanes and rocket ships like everyone else. And he threw the old picture away.
And when he lay out alone looking at the sky, it was big and blue and all of everything, and he wasn't anymore.
He was square inside and brown, and his hands were stiff, and he was like anyone else. And the thing inside him that needed saying didn't need saying anymore.
It had stopped pushing. It was crushed. Stiff. Like everything else.

- Anonymous

ACID RAIN: Understanding the Problem at Camp

by: Jeff Reading, Kilcoo Camp

It is almost impossible to pick up a newspaper and not read something about acid rain. Acid rain has become a matter of increasing interest and debate. Numerous studies have demonstrated that acid rain is an extremely serious and rapidly growing problem. Not only is it having adverse effects on lakes and rivers in Canada and the United States, but there is growing indications that acid rain may also be having an adverse effect upon crops, forests, wildlife and even human health. This has serious consequences for us at camps.

What Causes Acid Rain?

Acid rain is snow or rain that contains significant amounts of sulphuric or nitric acid. While all rainfall is already slightly acidic (about pH 5.6) due to the natural carbon dioxide in the atmosphere, precipitation in recent years is becoming more acidic. The sulphur dioxide (SO_2) and nitrogen oxides (NO_2) released into the air is first oxidized into sulphur and nitrate particles. If water vapour is present the particles further transform into sulphuric and nitric acid which either contaminates rain, snow or fog. Otherwise these particles can be deposited in their gaseous or dry form on the ground where groundwater and vegetation combine to later produce sulphuric and nitric acid. Manmade pollution is responsible for most of the sulphur and nitrogen oxides present in the atmosphere. In Canada the main precursors of acid rain are non-ferrous smelters, coal and oil burning generators and refineries, as well as motor vehicle exhaust which makes up the single largest factor (forty percent of the total). In the 1970's high smoke stacks including some as much as a quarter of a mile high were originally designed to reduce local pollution. But in fact they dispense pollutants over a greater area, sometimes up to 600 miles, making local problems provincial, state, and international concerns.

The latest information now emerging indicates that the affected parts of Canada and the United States (more than a million square miles) are receiving at least twice as much acid as they can tolerate. There is little doubt that the hardest hit regions to date are the New England states, Ontario, Québec and Nova Scotia. Precipitation that is 10 to 40 times more acidic than normal occurs frequently over much of this area. The average pH of rainfall is now 4.3.

Acidity is measured by a pH value, determined by the use of a logarithmic scale ranging from 1 (acidic) to 14 (alkaline) with 7 being neutral. It's important to understand that a pH decrease from 6 to 5 represents an increase of ten times in acidity. A change from 6 to 4 represents a one hundred fold increase in acidity.

These heavily affected areas lie generally downwind from the major sulphuric oxide emitters in the Ohio valley, INCO in Sudbury and the industrial regions of the Mid-Atlantic United States and Canada. To compound the problem aquatic systems in these areas have poor buffering capacities and the rock and soil lack natural alkalinity.

What are the Effects of Acid Rain?

Acid rain poses a significant threat to fresh water resources, agriculture and forest growth, as well as man-made construction such as buildings, bridges, metal structures, cars, and paint. It may even affect human health.

Ontario government officials estimate that about 48,000 Ontario lakes are sensitive to acid rain because of poor buffering capacities. Buffering capacity is a lake's natural ability to neutralize acids. This is related to local underlying rocks, soil and vegetation, with areas dominated by granite being most susceptible. Included on this list are 18,000 lakes in the Muskoka-Haliburton region where mean pH of rainfall now ranges between 3.9 and 4.4 or about forty times more acidic than normal. Some inlet streams have pH values of 3.0 during "spring shock". In Québec the problem may be more serious. When the glaciers retreated across this region they removed much of the buffering material from the northern lakes and deposited them in the south. Most lakes north of the St. Lawrence River have already been acidified. Further, eighty percent of the lakes and streams in the Laurentian Shield have acid levels high enough to kill plankton and interfere with fish reproduction.

> "Acid rain has caused the destruction of "many species of fish and their prey." It also caused toxic trace metals to reach concentrations in surface and ground waters that are "undesirable for human consumption."
>
> National Academy of Science (USA)

Biologists studying the effects of acid rain on fish have found that it affects different species in different ways. Acid attacks fish reproductive systems and kills or deforms young fry (which are even more vulnerable than eggs) and these effects occur before acid levels reach a point dangerous to adult fish. The danger to fish populations is particularly acute in spring when acid stored in snow causes a rapid decrease in pH levels; this is known as "spring shock". Acid may also cause decalcification of fish bones. The fish skeletons weaken while muscles remain firm. Eventually the bodies of the fish become twisted and in some cases the fish loose the ability to swim. Research has shown that lowered pH dissolves aluminum and other metals allowing them to mix into the water. Even in small concentrations, these metals build up on fish gills clogging them and eventually causing the fish to suffocate. Below a pH of 5.7, research has found that acid in the water alters the body chemistry, impairs organ circulation and interferes with the heart action. It's an ironic twist that as a lake acidifies and begins to die it becomes more attractive. However, the beauty ends when you look below the surface.

In Ontario as of 1982 at least 140 lakes appear to be affected and unable to support fish populations. A further 48,000 lakes are projected to go the same way over the next two decades unless something is done on the international level. Once the aquatic organisms die the whole food chain is affected. Thus other organisms such as clams, snails, crayfish, insects and frogs usually die before the fish do.

Acid rain falls throughout Nova Scotia. The lowest pH readings (yearly average of 4.5 to 4.7) are found in the south and central parts of the province. Scientists see no danger to fish in the well buffered north, but the south western section is vulnerable, and they have the salmon losses to prove it.

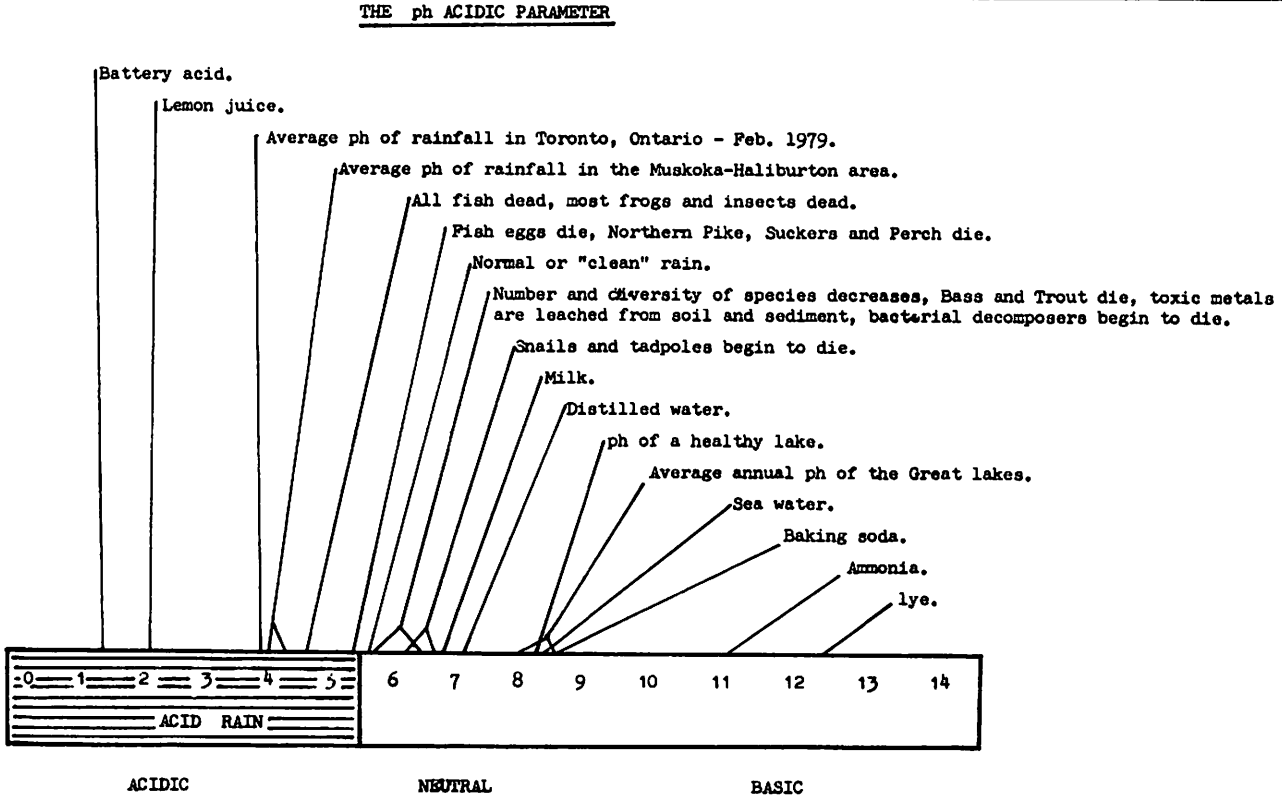
In New Brunswick parts of the province are vulnerable. Rain falling on the province averages a pH of 4.6 and roughly one third of the lakes are poorly buffered. When what little buffering there is, is stripped away damage will come quickly.

So far Newfoundland has no acid rain losses to point to, but damage is increasing. Large areas of the island and Labrador are poorly buffered. However, the province has taken the position that the cost of clean up should be born by the federal government.

In the western regions of North America acid rain is not yet considered a present threat, but there are worries about its effect on recreational and commercial fisheries in the northern third of the provinces. The main propagators of sulphur and nitrogen oxides are automobiles and the petroleum industries in Alberta and the smelting operations in Flin Flon Manitoba.

Effects of Acid Rain on Areas Other Than Aquatic Life

Recent observation in Germany indicates that acid rain reduces soil fertility and forest growth. Acidified water running through the soil tends to pick up increased amounts of aluminum. This aluminum interrupts the absorption of important nutrients by tree roots and plants. Aluminum may also kill feeding roots and permit the invasion of fungi causing tree "dieback". Acid rain may also remove important nutrients such as calcium, potassium, sodium, and magnesium from the soil. Acid rain alters leaf metabolism and lowers their resistance to disease and stress. The symptoms appear as lesions between the veins on the leaf causing the top of the leaf to turn light tan or white in colour, while there is a bronzing of the under surface. The visible effects on conifers are premature needle drop, reduced radial and volume growth and early death. Plants considered susceptible to


THE ph ACIDIC PARAMETER
Battery acid.
Lemon juice.
Average ph of rainfall in Toronto, Ontario - Feb. 1979.
Average ph of rainfall in the Muskoka-Haliburton area.
All fish dead, most frogs and insects dead.
Fish eggs die, Northern Pike, Suckers and Perch die.
Normal or "clean" rain.
Number and diversity of species decreases, Bass and Trout die, toxic metals are leached from soil and sediment, bacterial decomposers begin to die.
Snails and tadpoles begin to die.
Milk.
Distilled water.
ph of a healthy lake.
Average annual ph of the Great lakes.
Sea water.
Baking soda.
Ammonia.
lye.
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14
ACID RAIN
ACIDIC
NEUTRAL
BASIC

acid rain are lichen, alfalfa, barley, buckwheat, clover, oats, rhubarb, spinach, squash and tobacco. The highly respected National Academy of Science in the United States regrets that "long term permanent damage to the eco-system may result from the leaching out of necessary nutrients."

The direct effects of acid rain on wildlife is not fully known or understood, but it has been suggested it has four possible effects; the contamination of drinking water, the reduction in nutritional value of food sources, a lost of habitat and a reduction in related species within the food chains. Many species of frogs, toads and salamanders for example breed in temporary pools formed by a mixture of rain water and melt water. Such pools show extremely low pH levels, and thus would be very harmful.

There is also some indication that acid rain could have an indirect impact on human health. Acidification causes the leaching out of heavy metals such as mercury. Fish taken from acid waters show high concentrations of mercury and other heavy metals. (Inter-agency task force). In sufficient amounts these metals may become toxic. Acidification also can cause leaching of aluminum, lead and copper from the plumbing that supplies drinking water. If you own a camp in an area susceptible to acid rain it's recommended that after a long period of non-use, the water be run for several minutes prior to using it. Finally the sulphate and nitrate particles that make up the dry form of acid precipitation are extremely fine, they are capable of causing serious respiratory problems such as chronic bronchitis and emphysema.

What Steps are Being Taken to Reduce Acid Rain?

Of the acid rain affecting Canada only fifty per cent originates in Canada. In susceptible regions like Muskoka-Haliburton as much as seventy-five percent originates in the United States. In the next two decades the projected total United States sulphur dioxide emissions are expected to decrease slightly by 1990 to about twenty three million tonnes from twenty four in 1980. However, these emissions are expected to increase to twenty seven million tonnes by the year 2000. In Canada, the projected amount of sulphur dioxide emissions by the year 2000 is expected to be about 2.2 million tonnes per year, essentially the same level as in 1980. the problem is a mutual one requiring cooperative efforts from both countries.

The Government of Canada doesn't set any mandatory criteria regarding the emissions of sulphur and nitric oxides. However, each province has established emission control levels within their jurisdictions. This system has resulted in standards generally as strict, and in some cases stricter than U.S. clean air guidelines. Tight emission standards for the major stationary sources in Ontario represents the first significant effort to control acid rain. As a partial solution, scientists have conducted experiments on the use of lime in severely affected lakes to improve a lake's buffering capacity. However, this is extremely costly, and is considered a temporary and undesirable stop gap. Liming does not undo existing damage nor are the side effects on the rest of the ecology fully understood. According to almost all respected sources, including Environment Canada, "only the control of emissions of sulphur and nitrogen oxides" can significantly reduce acid rain. The technologies to do this exist. These include: scrubbers, which effectively remove ninety percent of the sulphur from the stack gases; coal washing which alone could only achieve twenty five percent of the needed reduction; hydrometalurgical processes which have limited application. In addition, new technologies such as fluidized bed combustion, limestone injection and direct furnace smelting are under development. The argument against implementing these available solutions is that they cost too much. The U.S. Congressional Office of Technology Assessment estimated the cost at 3.4 million dollars per year for ten years to achieve a sufficient level of reduction. But the future cost of not taking action for surpasses the price of present emission controls. Industries such as tourism, forestry and fisheries are threatened, our buildings and automobiles are deteriorating faster each day, health costs could be significantly higher, jobs could be lost and resources which could never be replenished may possibly be lost. When the indirect or less tangible effects are considered, any lack of action seems both economically and environmentally unsound.

Unquestionably more study is needed to resolve many of the uncertainties regarding acid rain, but what we know is clearly sufficient to begin to remedy the situation.

How Does This Affect Us at Camps?

The acid rain problem is especially important to camps because it directly affects many of the areas where our camps are located. Education of our staff and campers is essential. Any camp program could begin with an outline, elaborating on much of what has been said in this article regarding the causes, effects, sources and results of acid rain. This should include the side effecs of acid rain and especially how it affects us as individuals in our various situations.

Acid rain affects us directly at camp. Many camps depend on the water from their lakes to drink, both in camp and on canoe trips. Many of the recreational activities surrounding the water that we now take for granted may soon be in jeopardy. It's even possible that in heavily affected areas, the outdoor or ecology programs may have to be discontinued as the aquatic habitats and those communities depending on water disappear.

Educating the campers of our camps becomes an important task, and puts us in an influential position, leaving us with a certain responsibility. The following section presents some activities that can be carried out. They do not require a lot of equipment, but will provide an opportunity for exploration of this important issue.

Experiment 1: Wind Charts

Obtain copies of the regular wind charts for your vicinity from your local weather station. On a large map chart from where the emissions that inflict your area originate. This can be a vehicle to discussing the causes and origins of acid rain.

Experiment 2: How to test for Acid Rain

The instructor should place a container outside to collect free falling rainfall. The container should be placed in a position where there is no water contact with an overhanging roof, trees, etc.

EQUIPMENT:

Four containers: 1. to collect rain water; 2. containing distilled water; 3. containing vinegar; 4. containing ammonia solution.

pH paper.

Study charts: pH scale chart; formation and storm trajectories chart; blank chart.

Activity: 1. test the pH of the above solutions using the pH paper; 2. set up a pH parameter and place the results on it; 3. then test the pH of your local rain water and place it on the parameter; 4. compare and account for the results.

Question: 1. Does it make a difference if the rain is collected at the beginning or the end of the storm? During a violent storm or a gentle one? 2. Does it make a difference if the rain is collected in the open or from the roof? 3. Does it make a difference where the storm comes from, use your local weather charts. 4. Would it make a difference if you did this experiment in the winter and used snow? 5. Does it make a difference if the rain if collected at night or during the day?

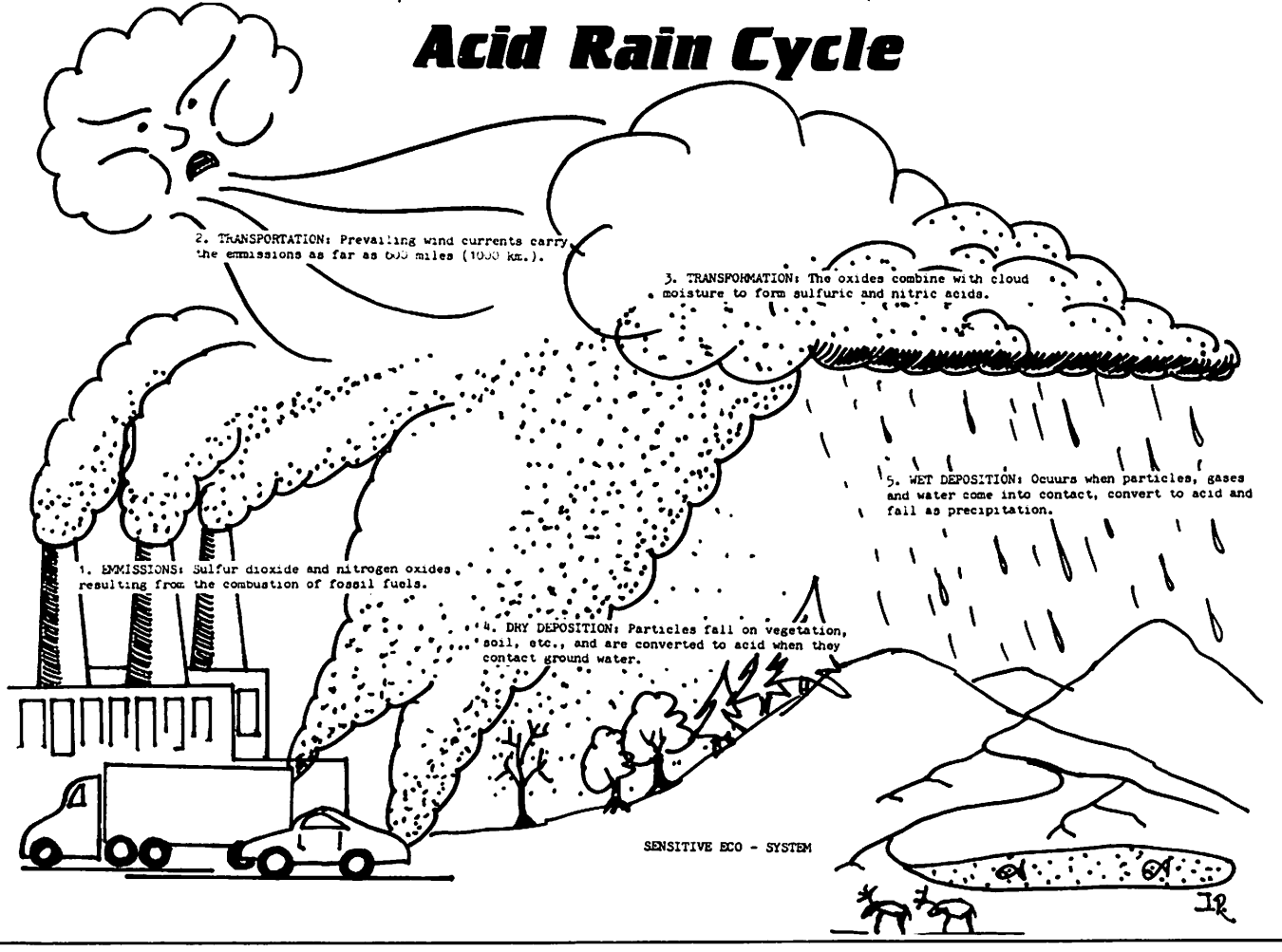
Experiment 3: Daily Tests

Test acidic conditions at your camp as part of your daily weather station program. Maintain a chart of the following things: 1. the pH of the lake water; 2. the pH of any night rainfall; 3. the pH of the lake after a rainfall; 4. the pH of the tap drinking water.

Experiment 4: Canoe Trip Testing

If you are a camp that has a reasonably extensive canoe tripping program (to distinctly different water sheds) then test the pH levels of the various lakes visited over the course of the summer. 1. compare lakes; 2. examine how the pH of frequently visited lakes changes during the summer.

In all of these cases try and account for the various results and changes. Films are also an excellent alternate form of presentation.


Acid Rain Cycle
2. TRANSPORTATION: Prevailing wind currents carry the emmissions as far as 600 miles (1000 km.).
3. TRANSFORMATION: The oxides combine with cloud moisture to form sulfuric and nitric acids.
5. WET DEPOSITION: Occurs when particles, gases and water come into contact, convert to acid and fall as precipitation.
1. EMMISSIONS: Sulfur dioxide and nitrogen oxides resulting from the combustion of fossil fuels.
4. DRY DEPOSITION: Particles fall on vegetation, soil, etc., and are converted to acid when they contact ground water.
SENSITIVE ECO - SYSTEM

Experiment 5: Lake sensitivity to acid rain
This experiment investigates the effects of acid rain on different bedrock materials. Does the composition of the lake bed material make any difference in the fight against acid rain? The factors involved would include chemical composition of soil, geological characteristics, climate patterns, types of vegetation present.
EQUIPMENT:
600 mL of acid solution.
100 g of calcium carbonate (marble).
3 400 mL glass containers.
1 eye dropper.
pH paper.
100 g of crushed granite or local rock.
1 stirring rod.
1 graduated cylinder.
ACTIVITY:
Part A: making the "Acid Rain" (acid solution).
1. add the acid solution drop by drop to 900 mL of tap water. As you drop, stir the solution constantly and thoroughly until the pH indicates a value of 4. Wait one minute and then re-measure the pH to be sure that it is still pH 4.

Part B:
1. place 100 g of marble (or substitute) into one glass container. 2. place 100 g of crushed granite into another container. 3. into a third container put no basin material. 4. add 300 mL of the acid solution to each of the containers. 5. discuss and make a prediction about what you think will happen to the pH in each of the glass containers. 6. record the pH of each of the containers. 7. let the containers stand overnight and record the pH of each on the following day. 8. repeat for one week. Record the data on a chart.

QUESTIONS:
1. which of the three types of simulated basins was least affected by the "acid rain"? 2. which was most affected? 3. determine the amount of lime required to restore the most sensitive lake to its original pH level. Try the experiment again on the restored lake to see if the treatment affects the lake in any way.

Summary

Our environment is quite unique. Astronomers for one have been searching for life similar to ours for centuries; none other exists as far as we know. Although further study is still needed to fill in the gaps in our knowledge about acid rain some concrete conclusions have been reached. In the long run only the decreased reliance on fossil fuels, or improved control of a spectrum of pollutants can reduce the risk that our descendants will suffer food shortages, impaired health, and a damaged environment. As leaders, we have the opportunity and the responsibility to take some initiative in educating the young people at our camps. We have but one environment, together we must fight to protect it. The quality of our future environment will depend in part on what we do.

Additional Information Sources

Environment Canada, 4905 Dufferin St., Toronto, Ontario M3H 5T4.
Provincial Ministries of the Environment.
Provincial Ministries of Natural Resources.
The Metropolitan Toronto and Region Conservation Authority.
Environmental Protection Agency (United States).
National Academy of Science (United States). Washington, D.C.
Canadian Environmental Protection Agency, 25 St. Clair Ave. East, Toronto, Ontario.
Acid Precipitation Awareness, ISD #197. Harriet Stubbs, Project Director. 1037 Bidwell St. West, St. Paul, Minn. 55118 USA.

For further references, please contact the author c/o ***Canadian Camping.***

That's The Way The Cooky Crumbles

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Almost everyone has to cook for a gang sometimes - maybe 25 or 30 people once or twice a year. But imagine cooking for 80 or 90 hungry forestry workers three times a day, every day, month after month. It's a job that Larry Deschamps, Chief Cook at Camp 12, has been managing and even enjoying for over 35 years now.

Deschamps' day begins at 4 each morning with preparations for breakfast. And what a meal it is. Each morning, he cooks 18 pounds of bacon, 20 dozen eggs, 2 gallons of home fries, 8 pounds of sausage, 7 dozen pancakes, and perhaps even a couple of huge pots of porridge.

That's just the beginning, with the help of second cook, Conrad Lelievre, Deschamps is also responsible for lunch combined with breakfast for the night shift at noon, dinner at 5:00 for a hungry hoard that has put in a full day in the woods, and three coffee breaks.

Deschamps is carrying on a tradition in his family. He learned his trade from his father-in-law and he, in turn, has just finished introducing his son to the ins and outs of lumber camp cooking.

But as anyone who has ever eaten at Camp 12 will tell you, there's more to Deschamps' cooking than quantity. He's known far and wide for the quality of food he produces. Even when he goes home on weekends, friends have this mysterious way of turning up just at the moment when fresh baked bread comes out of the oven. After all, when you make 20 loaves of bread everyday, you learn to do it well, especially if you take pride in your work.

Actually, Deschamps is a little embarassed by the praise his cooking invariably draws. With all the modern conveniences at his disposal, it's a whole different world than when he started in the camps. Then, there were no automatic mixers to help, no refrigerators, no steam tables, no electric grills.

"I remember the first time I made bread. I had dough up to my shoulders. Now I use an electric mixer."

The method of serving has changed dramatically and with it, the atmosphere in the cookery. Back in 1948, all the food was brought to the tables and the men served themselves in stony silence, punctuated only by sharp commands "Pass the potatoes" "Pass the butter".

There was strict protocol governing who sat where. The prized middle seats nearest the food went to the veterans. And pity the poor newcomer who mistakenly sat at someone else's place.

Now, all the food is kept on steam tables and cooked on huge grills as the people start arriving. People serve themselves now and while lingering over the meal is still not characteristic, friendly conversation is exchanged and rookies and veterans alike get enough hot food to eat.

And there's a lot more variety than there used to be. Deschamps offers spaghetti, chili, salads, in addition to the traditional meat and potatoes fare. And there's always enough variety to satisfy even the pickiest eater.

Where does one find recipes for 80 or 90? Well, a lot of the unique little twists that make Deschamps a great cook come out of his head. But for more mundane inspiration he still uses the same KVP cookbook he was given when he started work. But supplementing that, he draws new ideas from magazines.

"I've even got a few from my wife's Chatelaine ... mind you I have to multiply the quantities by ten or 12."

But the effort is obviously worth it. Because as the regulars approach the Camp 12 cookery, there's a look of anticipation on their faces. They sniff the wonderful odour of fresh baking and good food and walk a little faster.

CAMP 12 STEW

The next time you have 100 dropping in for dinner, try Larry's special recipe.

25 lb. stewing beef	5 lb. potatoes
½ lb. onions	cabbage
salt and pepper	100 oz. tomato juice
5 lb. carrots	water or other liquid
5 lb. turnips	

Cut up the onions and mix with the beef. Salt and pepper to taste. Put in the oven at 425° for 1½ hours to braise, stirring periodically. Meanwhile, cut up the vegetables. (Larry uses whatever other vegetables he has available to add that extra something.) Add the vegetables, juice and enough liquid to cover. Simmer on top of the stove for about 2 hours till meat and vegetables are tender.

Between Seasons in the Alberta Camping Association

by: Colin E. Lumby, Ph.D.

The Spring of 1983 saw renewed efforts at pre-camp preparation of camp staff on a province-wide basis.

The advantages of common training courses included an interchange of expertise, ideas, good fellowship and an identity with the camping movement as it was represented by the ACA.

A total of 33 resource persons voluntarily gave their time and effort to 120 camp personnel. The workshops were regionalized. The single day workshop held in the South for junior staff enjoyed limited success in spite of a good Program Committee headed up by Karen Hirl. The single day format did not allow the program nor the group processes to really get off the ground. The weekend workshops were held on consecutive weekends at the beginning of June. Yo-Wo-Ch-As Centre, west of Edmonton was the scene of the northern workshop which was successfully chaired by Rick Matishak. The southern event was effectively run by Mike Walters operating on his home turf at Yamnuska Centre. The sites were perfect and the programs while not identical yielded: positive feelings about each other; a sharpening of the leadership role and an increased awareness of the camp movement in general. In planning for 1984 Workshops organizers will have to bear in mind the successes of 1983 sessions. The extended period (48 hrs) allowed special relationships and idea sharing to take place.

At Yo-Wo-Ch-As the most worthwhile offerings included wide games, cooperative games, and the survival or animal game. Drama and nature oriented activities ranked high. At Yamnuska the continuing thread of "generic skills" developed during several sessions by Bruce Elkin proved to be the most popular. Van Matre's Acclimatization Program "Touch the Earth" as well as another session "Communications" were highly rated. The programs were varied and the Education Committee of Colin Lumby, Rea Bryant and Barbara Forster were encouraged to formulate plans for 1984. Two regional weekend workshops are planned for the first weekend in June.

Colin Lumby

Sow Seeds - Trust The Promise

by: Gordon Webber

During September there was a nine day training event sponsored by the National Council of Churches. It was called the **North American Church Camp** and was held at Epworth Forest United Methodist Camp near North Webster, Indiana. The theme was "Sow Seeds, Trust The Promise" with the introduction of a new curriculum called "Lifestyles of Faithfulness". The purpose of the event was to bring representatives from various church camps in North America together, present a three year program for church camps, and develop training teams for each region.

There are four regions for Canadian church camps. Leadership teams from each region are responsible for running at least four training events in their region. Those involved in church camping will most likely be contacted by the leadership teams. If, however, you are not contacted or wish to find out more information as soon as possible, here are the liaison persons for each region:

B.C.:
Mr. John Crosby
Director, Huston Center
P.O. Box 140
Gold Bar, Washington 98251

MAN., SASK. & ALTA.:
Ms. Joan Scott
Box 995
Indian Head, Saskatchewan S0G 2K0

ONT. & QUÉ.:
Ms. Susan Court
85 St. Clair Ave. East
Toronto, Ont. M4T 1M8

N.B., P.E.I., N.S. & NFLD.:
Rev. Glenn MacLean
48 Archibald Avenue
North Sydney, Nova Scotia B2A 2W8
or
Ms. Ima Kean Kidd
National Council of Churches
Room 706, 475 Riverside Drive
New York, New York 10115

ASSISTANTSHIPS IN OUTDOOR TEACHER EDUCATION
Northern Illinois University

Dr. Clifford E. Knapp reports that Graduate Teaching Assistantships are available at the Taft Field Campus in Outdoor Teacher Education at Northern Illinois University for the 1984-85 school year beginning in late August. It is expected that more than a dozen assistantships will be available.

These assistantships involve outdoor teaching at the Lorado Taft Field Campus, Oregon, IL. Because the teaching is primarily with public school students and university juniors and seniors, priority is given to those applicants who have had a minimum of three years experience in the elementary or secondary public schools or equivalent teaching experience. Graduate teaching assistants can earn a Master's degree in outdoor education while meeting assistantship responsibilities. The assistantships include a stipend of $300 a month and a waiver of tuition for three semesters. Room and board is also included during the spring and fall semesters when groups are in residence.

Applications and further information may be received by writing to Dr. Clifford Knapp, Lorado Taft Field Campus, Oregon, IL 61064. The first deadline for receipt of applications is February 1, 1984.

Dave Adair

DIRECTOR OF GROUP SERVICES REQUIRED

This is a senior management position requiring extensive program and administrative experience in the operation of residential camps or experiential education facilities such as Bolton Camp, Bolton Conference Centre, Illahee Northwoods Camp and Senior Citizens Programs.

Preference will be given to applicants holding a Master's Degree in a related field.

Salary commensurate with background and experience.

Application letters including resumé will be received in confidence by mid-January to:

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of Metro Toronto
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Toronto, Ont. M4Y 1G3
ATTN: Mrs. J. Rezler
Personnel Administrator

Dave Adair

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ENVIRONMENTAL EDUCATION: Not an Endangered Species!

by: Rick Ireland

Rick Ireland is the Manager of the Edmonton YWCA Outdoor Recreation Department which operates YoWoChAs, a year-round environmental and outdoor education centre at Fallis, Alberta.

"It has been just a few years now since the words "ecology" and "pollution" have become a part of our everyday language. Until recently, people just could not see the connection between the pollution of the environment, the loss of eagles and bison and certain wild plants, and their own survival. Now, hopefully, they are beginning to see that man, the animal, is part of the total complex life system on earth; that man, too, is one of the endangered species."

That statement is from the Alberta Education *"Environmental Education Manual for Grades 1-12"*. The Manual is the result of a two year look at the core curriculum of the province's education system and the development of an environmental focus that is compatible with and supportive of the core curriculum. Alberta Education is recognizing the need to make students aware of their natural environment by teaching a respect and an understanding of it. Man (and student) has a place in the natural order of things and must obey the same laws of nature as all other living creatures. Promoting harmony through understanding appears to be an integral part of the Manual.

Manuals that provide "how-to" information or mini-lesson plans are available to one and all. Seldom are they geared to the real, immediate needs of the teacher, nor do they present a logical, sequential theme for the child's educational career. In short, the teacher likely collects numerous pieces of information from unrelated (and usually foreign) sources and, with some hard work, can put a fine environmental program together which has deep roots in science and social studies. Unfortunately, there is little continuity from grade to grade and many of the remaining subject areas are omitted.

The Alberta Manual has responded to such educational shortcomings with what one might call a "package". The core curriculum of each grade has been broken down into a number of teaching objectives including "knowledge and understandings", "skills, abilities and processes" and "values and attitudes". In addition, student learning objectives (i.e., what the student should be able to do by the end of the section) are considered in the areas of physical education, language arts, mathematics, science, fine arts, health, and social studies.

To reduce the inevitable confusion that will result, all of this is put into a neat and concise chart that begins to make sense after a short period of time!

The impact this can have on the sponge-like brain of a student is that there now exists a logical, linked progression of environmental education concepts which are tied directly to the child's grade core curriculum from grade 1 to grade 12. Ideally, the student will be able to receive 12 years of graduated environmental education knowledge.

The impact of such a project on environmental centres such as YoWoChAs Centre in Alberta is that we now have a much clearer view of what teachers are looking for when they ask us to assist in developing a program for their use at our Centre. From a marketing standpoint, we are in a position to better understand the teacher's needs and can respond accordingly.

Although the Manual is in an operational review phase, and the overall program is optional at most schools, its official or even unofficial acceptance will greatly enhance the level of environmental education ... at least within Alberta.

Glen Bernard Camp

Subscriptions Special

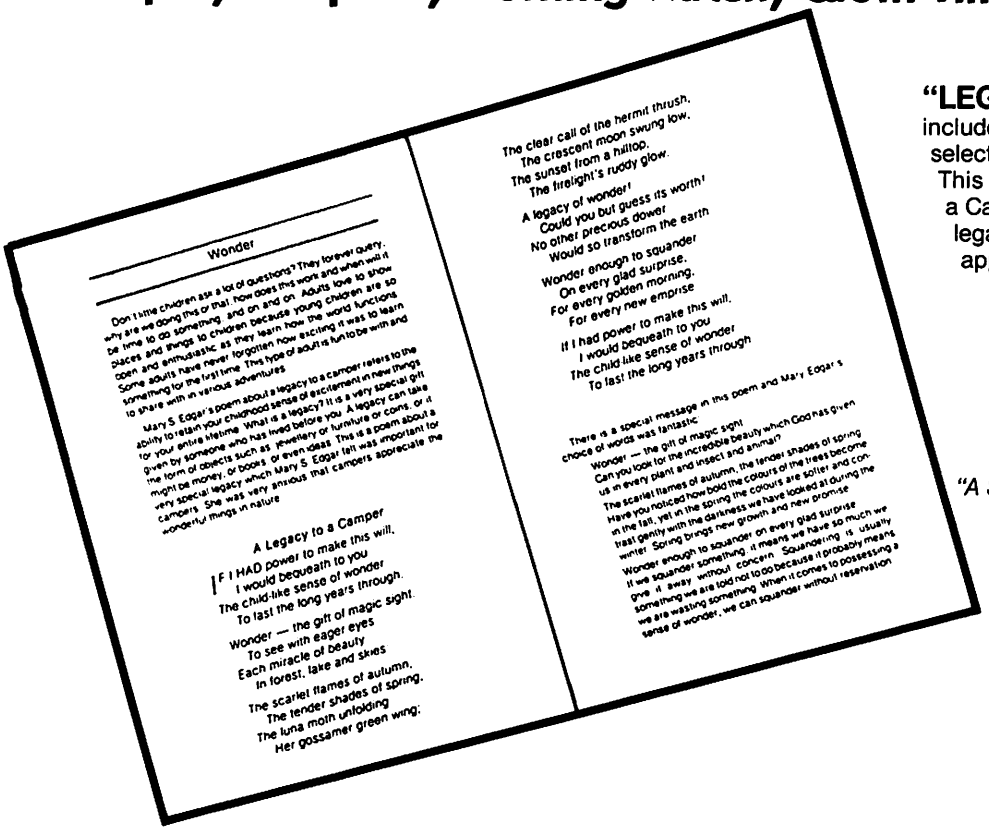
See Back Page

Volunteer Leaders – Continued from Page 7

Ont: Liz Greenway, Fred Okada, Dorothy Walter
Man: Bryan Hill, Miriam Kuropatwa
Sask: Davd Godwin
Alta: Jan James, Michael Kenny, Wayne Perkins
BC: Dave Adair

Arnie Cohen commented at the end of the workshop that he felt as though he had "come home" being with camping people again. Even though it is a few years since Cohen has been actively involved with camps, he still had very insightful comments to relate the management information to our situations in the camping association and our camps. Thanks to the leadership of two very special people, we believe that this event will assist the national executive, provincial presidents and vice presidents to improve their leadership performance capabilities in the camping associations across the country.

CAMP LEADERS ALWAYS NEED A THOUGHT ...
Chapel, Campfire, Morning Watch, Cabin Time, Any Time



Wonder

Don't little children ask a lot of questions? They forever query, why are we doing this or that, how does this work and when will it be time to do something and on and on. Adults love to show places and things to children because young children are so open and enthusiastic as they learn how the world functions. Some adults have never forgotten how exciting it was to learn something for the first time. This type of adult is fun to be with and to share with in various adventures.

Mary S. Edgar's poem about a legacy to a camper refers to the ability to retain your childhood sense of excitement in new things for your entire lifetime. What is a legacy? It is a very special gift given by someone who has lived before you. A legacy can take the form of objects such as jewellery or furniture or coins, or it might be money, or books, or even ideas. This is a poem about a very special legacy which Mary S. Edgar felt was important for campers. She was very anxious that campers appreciate the wonderful things in nature.

A Legacy to a Camper

IF I HAD power to make this will,
I would bequeath to you
The child-like sense of wonder
To last the long years through.

Wonder — the gift of magic sight.
To see with eager eyes
Each miracle of beauty
In forest, lake and skies

The scarlet flames of autumn,
The tender shades of spring.
The luna moth unfolding
Her gossamer green wing;

The clear call of the hermit thrush,
The crescent moon swung low,
The sunset from a hilltop,
The firelight's ruddy glow.

A legacy of wonder!
Could you but guess its worth!
No other precious dower
Would so transform the earth

Wonder enough to squander
On every glad surprise,
For every golden morning,
For every new emprise.

If I had power to make this will,
I would bequeath to you
The child-like sense of wonder
To last the long years through.

There is a special message in this poem and Mary Edgar's choice of words was fantastic.

Wonder — the gift of magic sight
Can you look for the incredible beauty which God has given us in every plant and insect and animal?
The scarlet flames of autumn, the tender shades of spring
Have you noticed how bold the colours of the trees become in the fall, yet in the spring the colours are softer and constant gently with the darkness we have looked at during the winter. Spring brings new growth and new promise.
Wonder enough to squander on every glad surprise
If we squander something, it means we have so much we give it away without concern. Squandering is usually something we are told not to do because it probably means we are wasting something. When it comes to possessing a sense of wonder, we can squander without reservation.

"LEGACY TO A CAMPER"
includes ideas for these times augmented with selected verses by Mary S. Edgar.
This book also tells the story of Mary S. Edgar, a Canadian Camping pioneer who left us a legacy of camp stories and verses which are appropriate today and always.

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Summer Canada Student Employment Program

The objective of the Summer Canada Student Employment Program (administered by the Employment Development Branch, Employment & Immigration Canada) is to provide students with summer jobs that will be of benefit to their future labour market participation. Priority has generally been given to projects which:

(1) Contribute to the development of initiative, responsibility and good work habits of students
(2) Propose a positive hiring plan in relation to Natives, the physically disabled, or women in non-traditional occupations
(3) Provide employment which can readily be undertaken by the identified local student population
(4) Provide social, cultural or economic benefit to the community.

If you wish to obtain information regarding the availability of this programme in your community, please contact your local Employment Development Branch field office.

Été Canada - programme d'emploi pour étudiants

Été Canada: Programme d'emploi pour étudiants (administré par la Direction du développement de l'emploi, Emploi et Immigration Canada) vise à fournir aux étudiants des emplois d'été qui les aideront à mieux participer au marché du travail. La priorité est généralement donnée aux projets lesquels:

(1) Aident les étudiants à acquérir l'esprit d'initiative, le sens des responsabilités, et de bonnes habitudes de travail.
(2) Consentent d'inclure dans leurs plans de recrutement des autochtones, des handicapés physiques, ou des femmes qui exercent des métiers non-traditionels.
(3) Fournissent des emplois que les étudiants locaux pourront entreprendre sans difficulté.
(4) Apportent des avantages sociaux, culturels ou économiques à la communauté.

Si vous désirez obtenir des renseignements à propos de la disponibilité de ce programme dans votre communauté, veuillez contacter votre bureau local de la Direction du développement de l'emploi.

IDEAS

Attitude Commandments

1. It is attitude, not aptitude, that governs altitude.
2. The purpose of existence is not to make a living, but to make a life.
3. A negative thought is a down payment on an obligation to fail.
4. You will seldom experience regret for anything you've done. It's what you don't do that will torment you.
5. Complaining is the refuge of those who have no self-reliance.
6. The ultimate cost of something is that amount of life that you will exchange for it.
7. Youth is not a time of life, but a state of mind. Wrinkles test the skin, but never touch the soul.
8. People who have not set a worthwhile purpose in life are easy prey for anxiety.
9. The worst bankruptcy is the person who has lost enthusiasm.
10. Nobody can make you feel inferior without your consent.

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SUBSCRIPTION RATE SPECIAL!!!

As we endeavour to continually upgrade our magazine content, we are finding more and more material suitable to Camp Staff. Many counsellors are requesting reprints of articles and/or entire issues. We would like to encourage Camp Directors to enter full subscriptions to *Canadian Camping* for their Staff and Senior Staff who are not already members of your provincial camping association. We feel it will be an investment well worth it and to this end we would like to offer the following special rate:

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Name _____

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Name _____

Address _____

City _____ Province _____ Postal Code _____

PLEASE PRINT CLEARLY

Name _____

Address _____

City _____ Province _____ Postal Code _____

Enclosed, please find a cheque for $_____.00 to cover _____ annual subscriptions to *Canadian Camping*. Make cheques payable to the Canadian Camping Association.

Canadian Camping Association
1806 Avenue Road, Suite 2
Toronto, Ontario M5M 3Z1
416-781-4717

BOOKSTORE ORDER FORM

PLEASE PRINT

Name: _____ Telephone: ( ) _____ Date: _____

Address: _____

City Town: _____ Province: _____ Postal Code: _____

NO.	TITLE	PRICE	TOTAL	OFFICE USE

SHIPPING RATES:
$20.00 or less, order must be **Prepaid** with $2.00 included for shipping.
$20.01 - $50.00, order may be billed. Shipping rate will be $3.00.
More than $50.00 - shipping rate will be determined per order.

TERMS: Payment due within 30 days of invoice date. Interest will be charged on overdue accounts. All prices are subject to change without notice.

Sub-Total _____
Shipping _____
TOTAL _____ Prepaid _____
Signature _____
Please invoice _____
Quote Purchase Order No. _____

OFFICE: Date Received _____ **Filled** _____ **by** _____ **Shipped** _____ **by** _____

Canadian Camping Association
1806 Avenue Road, Suite 2
Toronto, Ontario M5M 3Z1
416-781-4717

BOOKSTORE ORDER FORM

PLEASE PRINT

Name: _____ Telephone: ( ) _____ Date: _____

Address: _____

City Town: _____ Province: _____ Postal Code: _____

NO.	TITLE	PRICE	TOTAL	OFFICE USE

SHIPPING RATES:
$20.00 or less, order must be **Prepaid** with $2.00 included for shipping.
$20.01 - $50.00, order may be billed. Shipping rate will be $3.00.
More than $50.00 - shipping rate will be determined per order.

TERMS: Payment due within 30 days of invoice date. Interest will be charged on overdue accounts. All prices are subject to change without notice.

Sub-Total _____
Shipping _____
TOTAL _____ Prepaid _____
Signature _____
Please invoice _____
Quote Purchase Order No. _____

OFFICE: Date Received _____ **Filled** _____ **by** _____ **Shipped** _____ **by** _____

Dispose of camp food service problems with ROYAL *Chinet*® disposable plates and bowls

Strong, attractive Royal CHINET food service products help you . . .

- **DISPOSE OF DISHWASHING COSTS**
  Cut the expense of installing, maintaining and manning equipment that is used only a few months of the year.
- **DISPOSE OF BREAKAGE**
  Save yourself the trouble and expense of buying matching replacements for pieces that crack, chip and shatter.
- **DISPOSE OF FOOD WASTE**
  You get exact portion control with Royal CHINET's wide range of sizes in regular and compartmented designs.
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  Royal CHINET products are sterilized when manufactured and packaged. And there's never a germ-collecting chip, crack or poorly washed dish.
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HANTSPORT, NOVA SCOTIA, B0P 1P0

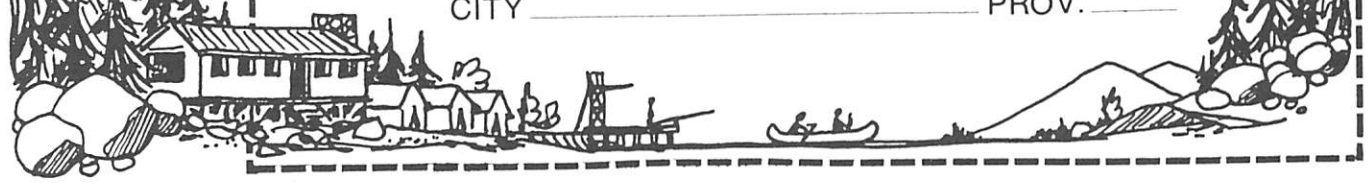
Please provide me with details of the variety and costs of Royal CHINET food service products.

NAME _____

COMPANY or CAMP _____

ADDRESS _____

CITY _____ PROV. _____



canadian camping association
association des camps du canada

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